

A STUDY ON THE DIFFICULTIES OF LEARNING PHRASAL VERBS BY THE STUDENTS IN CO-OPERATIVE UNIVERSITY, THANLYIN

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Abstract

This research paper mainly focuses on the students' background knowledge concerning phrasal verbs, their difficulties on phrasal verbs, to what extent their practice of structure word exercises helps them improving their understanding, and to which degree their dictionary skills support them for guessing the meaning of the phrasal verbs. The aims of the research are to realize the learners' difficulties on learning phrasal verbs and to describe some suggestions to develop their learning. For these reasons, needs analysis is used to point out learners' difficulties. In the questionnaires how much exercises and practices relates to the phrasal verbs is measured. Random sampling method is used to collect the data after asking for the volunteering students to answer the questionnaires. Frequency and percentage of descriptive statistics method is used to analyze the data. The research mentions that the more frequent the learners have the contact with structure word exercises, the more confident they will have to face with phrasal verbs, and consequently the more their background knowledge about phrasal verbs, the more favourable they are to get the right answer. Moreover, using dictionary book is more reliable and can make the learners improve more than using applications of this kind, as everyone is the great tendency to find out the meaning of the word simultaneously, without paying much attention to the other points in the dictionary. This makes the learners decrease their dictionary skill, which may affect to develop the language skill. Therefore, the learners should have continuously touched with prepositions or adverbs which are combined with verbs to give the different meaning of the base verbs. In addition, developing dictionary skill actually helps all the learners not only to develop their knowledge about phrasal verbs but also to upgrade their language skills.

1. INTRODUCTION

Throughout our learning life on English Language, starting from our childhood to today, verbs are found crucial to form a sentence rather than any other parts of speech and also, they are complicated and, not easy to understand. Their meanings, tenses, structures, usages and exceptions make the learners feel depressed on one hand, but on the other hand they arouse the learners' interest and increase their curiosity. As for the researcher, it was curiously interesting in the structure of the verbs related to their meanings, especially how the verbs are combined with preposition and or adverb to make a new meaning. The interest unconsciously goes to phrasal verbs. Now the students from Co-operative University,

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Thanlyin, are taught Business English. The course books prescribed for them are series of Business Result. While teaching English to the students, it is found that most students can learn single-word verb and can only absorb its meaning. But, in contrast, for the meaning for phrasal verbs, they rarely guess the meaning and find difficulties to learn. As a consequence, for most students in Co-operative University, Thanlyin, as well as most learners in English Language, the language is really complicated, becoming a great disturbance for progress. The present research indicates that how the students in Co-operative University, Thanlyin found difficulties in learning phrasal verbs, and some suggestions for them to help improving their learning.

1.1 Aims and Objectives of the study

The aims of the research are to realize the actual difficulties of students in learning phrasal verbs while they are learning English Language, and to give the learners certain suggestions to improve their styles of learning phrasal verbs. The objectives of the research are to analyse in which part students are encountering difficulties in learning phrasal verbs, to consider whether their learning styles on structure words really apply for them, and to suggest certain special ways so that students can easily memorize phrasal verbs by themselves.

1.2. Scope of the study

This research only emphasizes on the relationships between the structure word exercises and the difficulties in learning phrasal verbs, and between the students' way of using dictionary and their correct usage of phrasal verbs. Moreover, it chiefly focuses on two-word phrasal verbs.

1.3. Organization of the study

The research paper is composed of eight chapters. In Chapter 1, there are introduction, aims and objectives of the study, scope of the study and organization of the study included. Chapter 2 is about literature review, in which what phrasal verb is, by sub-dividing into differences between phrasal verbs and idioms, and those between phrasal verbs and prepositional verbs, and previous works, are described. Chapter 3 comprises theoretical background, and Chapter 4 consists of research methodology, in which there are hypothesis, research materials and research procedures described. Data analysis is carried out in chapter 5. It is followed by findings and discussions, suggestions of teaching and learning phrasal verbs, and conclusion in chapter 6, 7 and 8, respectively.

2. LITERATURE REVIEW

2.1. What is Phrasal Verb?

According to Oxford Advanced Learner's Dictionary, a phrasal verb is a verb combined with an adverb or a preposition, or sometimes both, to give a new meaning, for example go in for, win over, see to, etc. The phrasal verbs can be analysed as four types: transitive phrasal verbs, intransitive phrasal verbs, separable phrasal verbs and inseparable verbs.

- Transitive phrasal verbs are the verbs that require an object after the verbs.

Eg. She looks afterthe children.

Phv Obj

The flood brought abouta huge disaster.

Phv Obj

- Intransitive phrasal verbs are the verbs which do not have an object after the verbs.

Eg. When do you get up?

Phv

The kid is growing up.

Phv

- Inseparable phrasal verbs are the verbs in which the words can be separated for using in different places in a sentence. These verbs can be joined form as well as separated form.

Eg. Please turn on the light.

Phv

Please turn the light on.

I will pick up you from the bus-stop.

Phv

I will pick you up from the bus-stop.

The people requested to cut down the prices.

Phv

The people requested to cut the prices down.

- Inseparable phrasal verbs are the verbs whose words cannot be separated for using it in different places in a sentence.

Eg. She looks after her chidren.

Phv

The patient **passed away**.

Phv

He is trying to **give up** smoking.

Phv

They **carried on** their work.

Phv

In this case, it is needed to notice that transitive verbs can either separable form or inseparable form but in contrast, all the intransitive phrasal verbs are inseparable.

And, phrasal verbs are mostly common in English, especially in less formal English, but they are also found in more less formal contexts, as well. They are used in songs, in films, and also in newspaper headlines. Now, they become more and more common in neutral or formal as well as informal contexts or situations. It is also needed to consider that Phrasal verbs have different meanings. Sometimes the meanings are clearly related, some being literal and some are metaphorical (ie. figurative). Some example sentences of phrasal verbs that means ‘figurative’ are “He spends hours ***glued to*** the TV every evening” and “People are ***flooding into*** the stadium two hours before the concert.”. One more point found here is that the meaning of the phrasal verb is very often greatly influenced by the particle.

E.g Take away → to make a feeling, pain, etc, disappear.

‘away’ means ‘to or at a distance from sb/sth take off in space or time’ (Oxford advanced learner’s dictionary) (of an aircraft, etc)

Take off → to leave the ground and begin to fly.

→ to leave a place especially in a hurry

→ to become successful or popular very quickly or suddenly

Take (sth) off → remove

‘off’ means down or away, remove, leading away from sth.

2.1.1. Differences between Phrasal Verbs and Idioms

There is a slight difference between idiomatic expressions and phrasal verbs. In these, idioms are usually defined as groups of words whose overall meaning is different from the meanings the individual words. So, the word “***over the moon***” has nothing to do with the literal meaning of the moon, it means “***extremely happy or excited***”. An organization that ***changes hands*** passes from one owner to another; and if you are ***in someone's way***, you are stopping them for moving or doing something. These instances show that the meaning of the

expression is totally different from that of the individual word in that expression. One more point that needs to be considered is that some idioms are difficult to guess while others are not. It depends on the context, as well. On the other hand, phrasal verbs consist of two and occasionally three words: a base verb and at least one particle (preposition or adverb). And the meaning of the verb and particle is different from the base verb on its own. For example, the meaning of **give up** (stop) and **give in** (admit) are quite different from the meaning of **give**. Some phrasal verbs are more transparent, eg. **stand up** and the most common sense of **stand** are very similar in meaning, as are **sit down** and **sit**. (Idioms and Phrasal Verbs: Intermediate by Ruth Gairn and Stuart Redman).

2.1.2. Differences between Phrasal Verbs and Prepositional Verbs

As phrasal verb is rather complicated, one point to be considered is that there are some differences between phrasal verbs and prepositional verbs. Actually, not all the verbs combined with particles (an adverb and/or a preposition) are phrasal verbs or idioms. Some are prepositional verbs. In fact, a prepositional verb is a combination of a verb and only one preposition, eg. **agree to**, **agree with**, etc. Therefore, it can be deduced that phrasal verbs require either a preposition or an adverb, or both, but prepositional verbs are composed of verbs combined with a preposition, eg. **look after**, **give up**, etc. Another major difference is that the meaning of a phrasal verb is totally different from that of a base verb, whereas the meaning of a prepositional verb is quite related or similar to that of the base verb,

<u>Phrasal Verb</u>	<u>Prepositional Verb</u>
Give up (quit)	look at
Look after (take care of)	listen to
Look forward to (anticipate)	laugh at

Next, the form of phrasal verbs can be separable or inseparable, but that of prepositional verbs can only be inseparable.

<u>Phrasal Verb</u>	<u>Prepositional Verb</u>
The people requested to <u>cut down</u> the prices.	Someone is <u>knocking at</u> the door.
The people requested to <u>cut</u> the prices <u>down</u> .	-

Moreover, although phrasal verbs can be transitive or intransitive forms, prepositional verbs are transitive.

<u>Phrasal Verb</u>	<u>Prepositional Verb</u>
The people requested to <u>cut down</u> the prices. (Transitive)	Someone is <u>knocking at</u> the door. (Transitive)

When did you get up? (Intransitive) -

These facts help the learners know how to distinguish phrasal verbs from prepositional verbs.

2.2. Previous Works

Many researches were done concerning phrasal verbs for ESL as well as ELT learnings. Rafidah Kama Rudin did a research on the use of phrasal verbs by Malaysian learners of English. Mi - Lim Ryo emphasized on a Corpus based Study of the Use of Phrasal Verbs in Korean EFL Students' Writing. The Indonesian scholars, YudiJuriardi and his associates did an analysis of student's phrasal verbs translation at English Department of Sultan Ageng Tirtayasa University. A view of research on Polysemous phrasal verbs was done by Lu Zhi for the Journal of Literature and Art Studies 2015.

3. THEORETICAL BACKGROUND

According to Jack C. Richard, what is identified as a need is dependent on judgments and reflects the interests and values of those making such a judgment. Needs-analysis is not only a distinctive but also a necessary factor in planning educational programs as it includes the procedures used to collect information about learner's needs. The procedures for needs analysis are as follow;

- a) Questionnaires
- b) Self – ratings
- c) Interviews
- d) Meetings
- e) Observation
- f) Collecting learner Language samples
- g) Task analysis
- h) Case studies
- i) Analysis of available information.

Many analysts defined needs and needs analysis in their own ways. Needs analysis in language feeding started in 1960s, as an essential part to measure the language proficiency and also for the curriculum development. (Stafflebeam, McCormicle, Brinluerheff, and Nelsum 1985).

4. RESEARCH METHODOLOGY

In the research methodology; there consists of three parts: hypothesis, research procedures and research materials.

4.1. Hypothesis

Needs analysis measures the needs of the learners in learning language, and in this case, it points out students' needs on learning phrasal verbs. It is believed that learning the structure words can help them to improve their understanding of phrasal verbs and thus structure word exercises can arouse and raise their confidence in learning phrasal verbs. In Co-operative University, Thanyin, students from first year to third year and Post Graduate Diploma Students have to learn Business English and among them, undergraduate students have to learn the structure words as a must in their respective academic year. So, the more exposure students have in structure words, the more correct answer they will get and also the more confidence they will have.

4.2. Research Materials

Among the procedures of needs analysis, questionnaires together with self-rating are used in the research. In a questionnaire, there are two parts of question: Part A and Part B. Part A consists of four questions, in each of which have five items. These questions analyze how much they understand about the phrasal verbs and in which part they have found difficulty in learning phrasal verbs.

In Part B, four questions are written and for the first question, 5-point Likert-scale is used to measure the student's situation and understanding on the questions of Part A. The second question is about the student' experience in dictionary use, and there 4-point Likert-scale pattern is used. The third question is that whether the students have the own ways to learn Phrasal verbs or not and the last question is the duration of students to answer the questions.

4.3. Research Procedures

For the research to find out the learner's difficulty in learning phrasal verbs, the following steps or procedures are used:

- (1) Students in all the classes in Co-operative University are asked to conduct the questionnaires, and the volunteering students are collected.

(2) The questionnaires are distributed to all those participants without doing any pilot-test.

(3) Data analysis is carried out to find out the results. In conducting data analysis, frequency and percentage of descriptive statistics method is used to be able to mention the data clearly.

In this case, in order to make sure that the research has validity, the statistical method, ‘n’ method is used to cover the sample size of population. The ‘n’ method developed by TaroYamane (1976) is shown below.

$$n = \frac{N}{1+Ne^2}, e=0.05$$

As there are altogether 1896 students in Co-operative University, Thanlyin, the number of volunteering participants who joined to conduct the research is (612), and still some more students asked to answer the question next but finally the answer sheets which were back to the researcher is only 560. The validity of the research can be measured as follows;

$$n = \frac{1896}{1+(1896 \times (0.05)^2)} = 330.313 \dots$$

According to this statistical data, the participant size covers the sample population size. Randomly sampling Method is used for the research, and from nearly 30% (**29.54%**) of the whole mass, the data was collected.

5. DATA ANALYSIS

In the research questionnaire, there are two parts, Part A and Part B. Data analysis is carried out according to the questionnaires divided into part A and Part B.

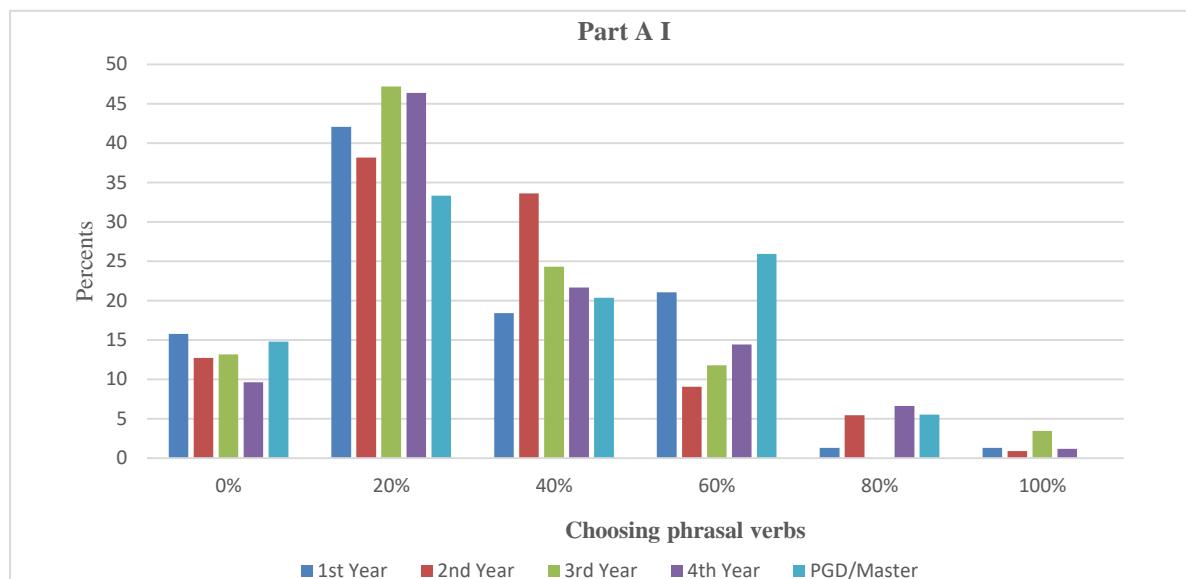
5.1. Data Analysis of Part A

In Part A, there are 4 questions and total mark range for part A to analyse how much knowledge the learners have, how the structure words exercises they have been learning support them and what their difficulties of learning phrasal verbs are.

In question 1, there are five items and the learners are checked to what extent they are familiar with the phrasal verbs. The students are asked to choose single-word verb or phrasal verbs which are the same meaning. In this case, the research points out the most population of choosing phrasal verb level. The data is shown below.

Table 5.1.1. Choosing phrasal verbs

No.	Year	0%		20%		40%		60%		80%		100%	
		No	Percent	No	Percent	No	Percent	No	Percent	No	Percent	No	Percent
1	1 st Year	12	15.79	32	42.10	14	18.42	16	21.05	1	1.32	1	1.32
2	2 nd Year	14	12.73	42	38.18	37	33.64	10	9.09	6	5.45	1	0.91
3	3 rd Year	19	13.19	68	47.22	35	24.31	17	11.81	0	0	5	3.47
4	4 th year	16	9.64	77	46.38	36	21.69	24	14.46	11	6.63	2	1.2
5	PGD / Master	8	14.81	18	33.33	11	20.37	14	25.93	3	5.56	-	0

Figure 5.1.1. Choosing phrasal verbs

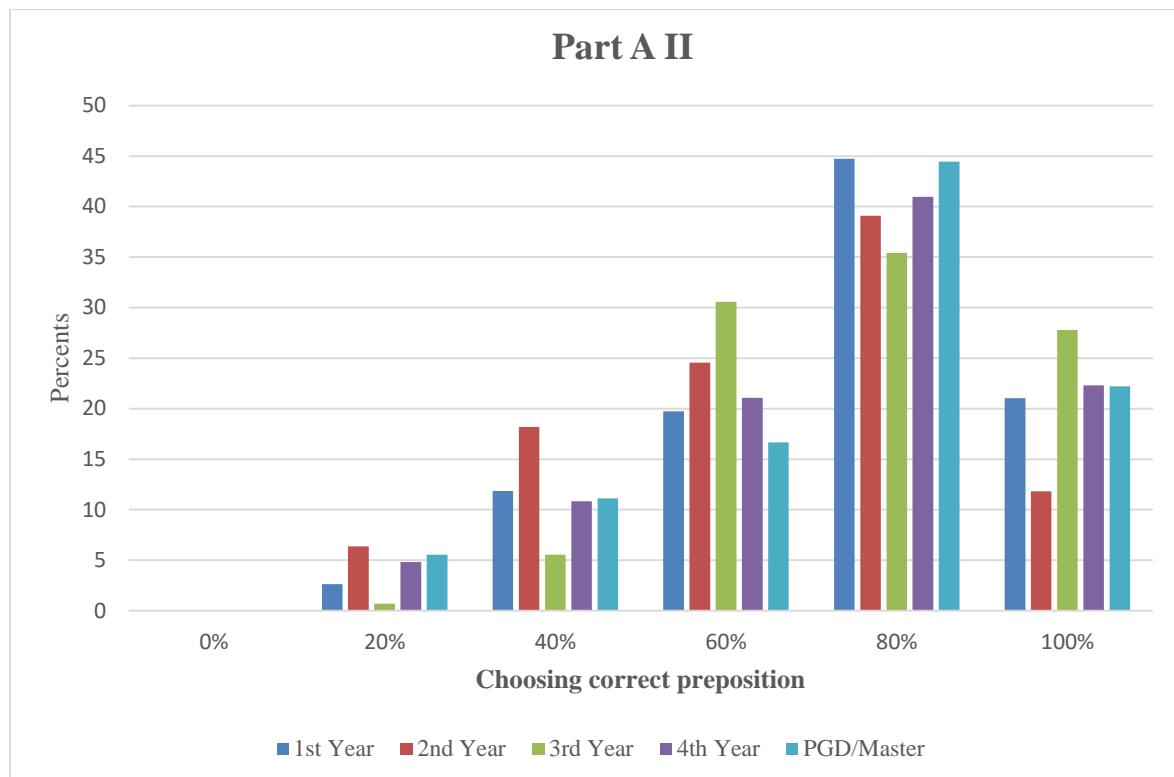
Source : Data

According to the data mentioned above, third year students choose the phrasal verbs most up to all phrasal verbs. In contrast, Master and PGD students' choosing level of phrasal verbs is the least.

In question 2, the students are asked to choose the correct preposition from the lists and there are five items in question 2. The aim of this question is to analyse the students' interest to construct and understand the meaning of the phrasal verbs. The data is shown below.

Table 5.1.2. Choosing correct preposition

No.	Year	0%		20%		40%		60%		80%		100%	
		No	Percent	No	Percent	No	Percent	No	Percent	No	Percent	No	Percent
1	1 st Year	-	0	2	2.63	9	11.84	15	19.74	34	44.74	16	21.05
2	2 nd Year	-	0	7	6.36	20	18.18	27	24.55	43	39.09	13	11.82
3	3 rd Year	-	0	1	0.69	8	5.56	44	30.56	51	35.41	40	27.78
4	4 th year	-	0	8	4.82	18	10.84	35	21.08	68	40.97	37	22.29
5	PGD/Master	-	0	3	5.56	6	11.11	9	16.67	24	44.44	12	22.22

Figure. 5.1.2. Choosing correct preposition

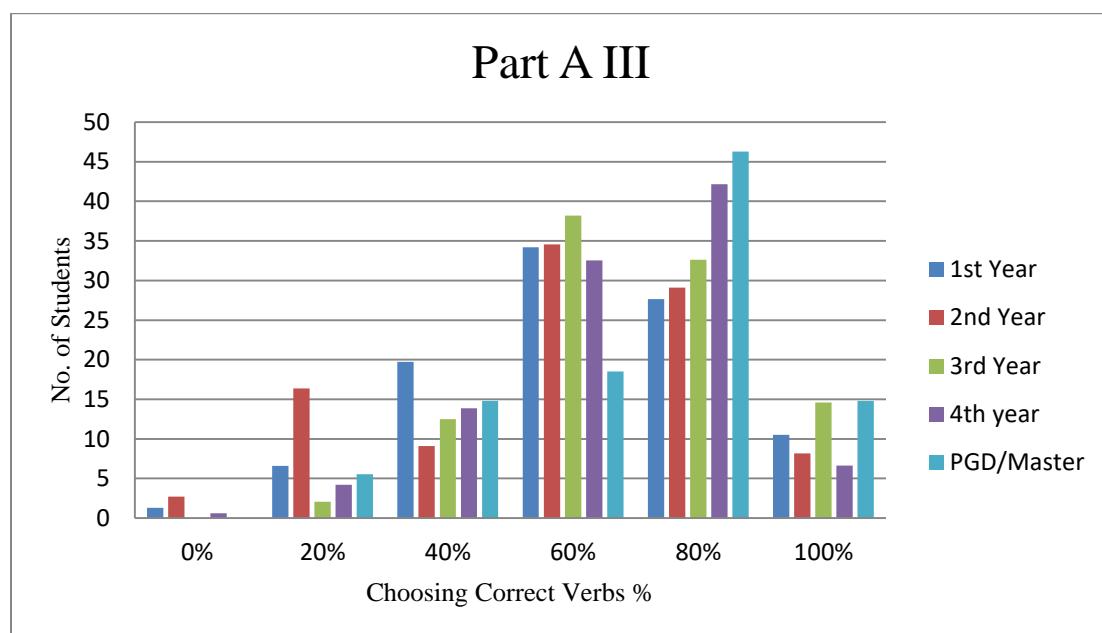
Source : Data

The data shows that the third-year students would do up to the highest level most, and the least number is the second year students. Although the data is not quite different to each other, this shows that the students' interest as well as the experience and practice lead their understanding to choose the correct answer.

In question 3, there are also five items and the aim is to realize how their prior knowledge helps them to know about phrasal verbs. The question is to choose the correct verb to make phrasal verbs. The data is shown below.

Table 5.1.3. Choosing correct verb

No.	Year	0%		20%		40%		60%		80%		100%	
		No	Percent	No	Percent	No	Percent	No	Percent	No	Percent	No	Percent
1	1 st Year	1	1.31	5	6.58	15	19.74	26	34.21	21	27.63	8	10.53
2	2 nd Year	3	2.73	18	16.36	10	9.09	38	34.55	32	29.09	9	8.18
3	3 rd Year	-	0	3	2.08	18	12.5	55	38.19	47	32.64	21	14.59
4	4 th year	1	0.60	7	4.22	23	13.86	54	32.53	70	42.17	11	6.62
5	PGD/Master	0	0	3	5.56	8	14.81	10	18.52	25	46.30	8	14.81

Figure. 5.1.3. Choosing correct verb

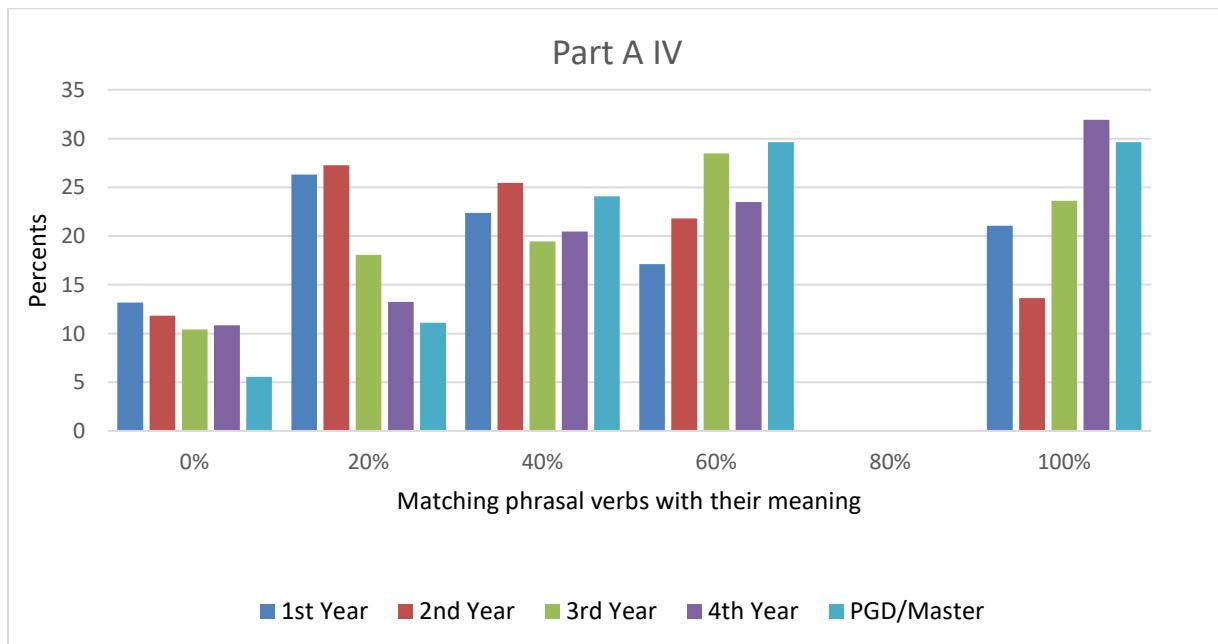
Source : Data

The data shows that Master and PGD students, and third year students could choose the most and second year students could do least.

In question 4, the five items are matching constructed for matching type. The aim of the question is to analyze to what extent students can guess the meaning of the phrasal verbs and how much their learning in their previous academic years and their learning style supports them.

Table 5.1.4. Matching phrasal verbs with their meaning

No.	Year	0%		20%		40%		60%		80%		100%	
		No	Percent	No	Percent	No	Percent	No	Percent	No	Percent	No	Percent
1	1 st Year	10	13.16	20	26.32	17	22.37	3	17.10	-	-	16	21.05
2	2 nd Year	13	11.82	30	27.27	28	25.45	24	21.82	-	-	15	13.64
3	3 rd Year	15	10.42	26	18.06	28	19.44	41	28.47	-	-	34	23.61
4	4 th year	18	10.84	22	13.25	34	20.48	39	23.50	-	-	53	31.93
5	PGD/Master	3	5.56	6	11.11	13	24.07	16	29.63	-	-	16	29.63

Figure 5.1.4. Matching phrasal verbs with their meaning

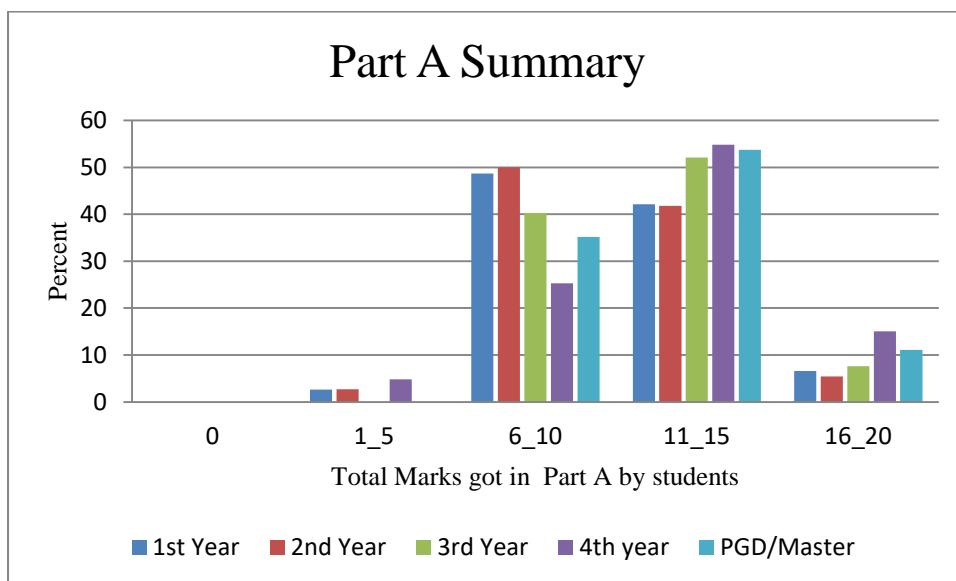
Source : Data

According to the data, the final year undergraduate students are the most who can guess the meaning correctly and the second year students are the least.

After that, the total results for part A is calculated to analyse the actual conditions of the students of to what extent students can deal with the phrasal verbs. The range of the marks is shown below.

Table 5.1.5. Total marks got by the students in Part A

Year	0		1_5		6 _ 10		11_15		16-20	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1 st Year	-	-	2	2.63	37	48.68	32	42.11	5	6.58
2 nd Year	-	-	3	2.73	55	50.00	46	41.82	6	5.45
3 rd Year	-	-	-	0	58	40.28	75	52.08	11	7.64
4 th year	-	-	8	4.82	42	25.30	91	54.82	25	15.06
PGD/Master	-	-	-	0	19	35.19	29	53.70	6	11.11

Figure 5.1.5. Total mark range got by the students in Part A

Source : Data

Regarding this data, most of the students get the average level (6-10) and even half of the second-year students get this level. The level increases in third year students, final year students and PGD/ Master students,as well. The highest mark level (16-20) mostly occurs in final year students (15.06%) and the least in the second year students (5.45%).

5.2. Data Analysis of Part B

Part B is about the students' experience in learning phrasal verbs, to what extent their prior learning in the previous academic year arouses their interest in phrasal verbs, and what kind of their learning style supports them to be able to answer the questions in Part A. Although there are 17 questions altogether in part B in which 10 are used 5- point Likert scale, 5 are used 4- point Likert scale (Havard Scale), 1 is an optional question, and the last one is an open ended question. In these, the paper focuses on how learners learn phrasal

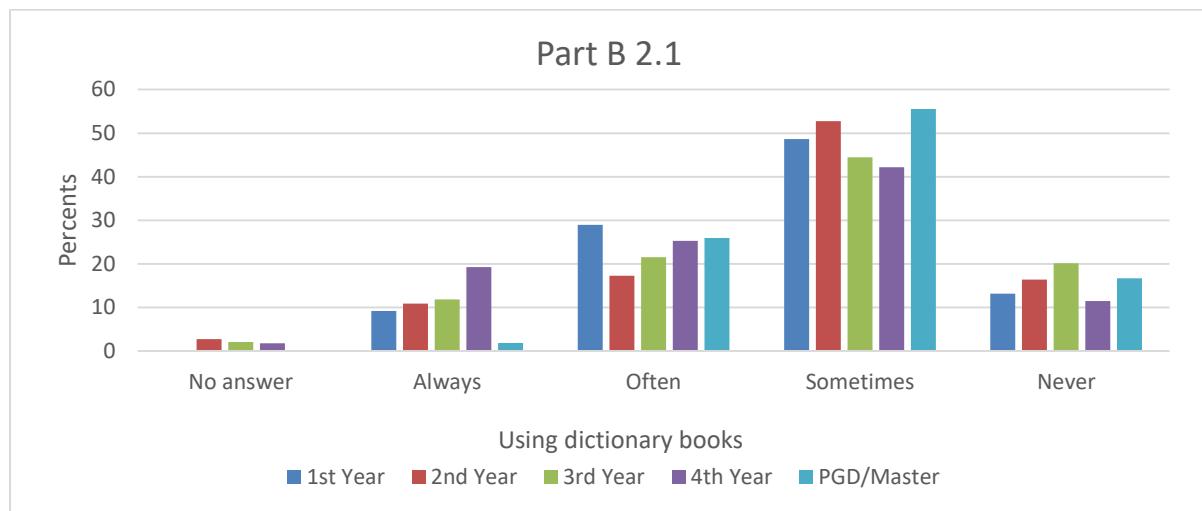
verbs, which ways they used for learning phrasal verbs, and how these ways are benefitted their learning. According to the limitations, the research highlights the most essential parts of analysis, and other parts are described in appendices.

One of the major questions in Part B is whether the students use the dictionary book or not when they check the meaning of the word and how often they use it. The 4-point Likertscale is used for this question and there are very few ‘no answer’ students in some academic year . The data is shown below.

Table 5.2.1. Using dictionary books by students

No	Year	No Answer		Always		Often		Sometimes		Never	
		No	Percent	No	Percent	No	Percent	No	Percent	No	Percent
1	1 st Year	-	-	7	9.21	22	28.95	37	48.68	10	13.16
2	2 nd Year	3	2.73	12	10.91	19	17.27	58	52.73	18	16.36
3	3 rd Year	3	2.08	17	11.81	31	21.53	64	44.44	29	20.14
4	4 th year	3	1.81	32	19.28	42	25.30	70	42.17	19	11.44
5	PGD/Master	0	0	1	1.85	14	25.93	30	55.55	9	16.67

Figure 5.2.1. Using dictionary books by students



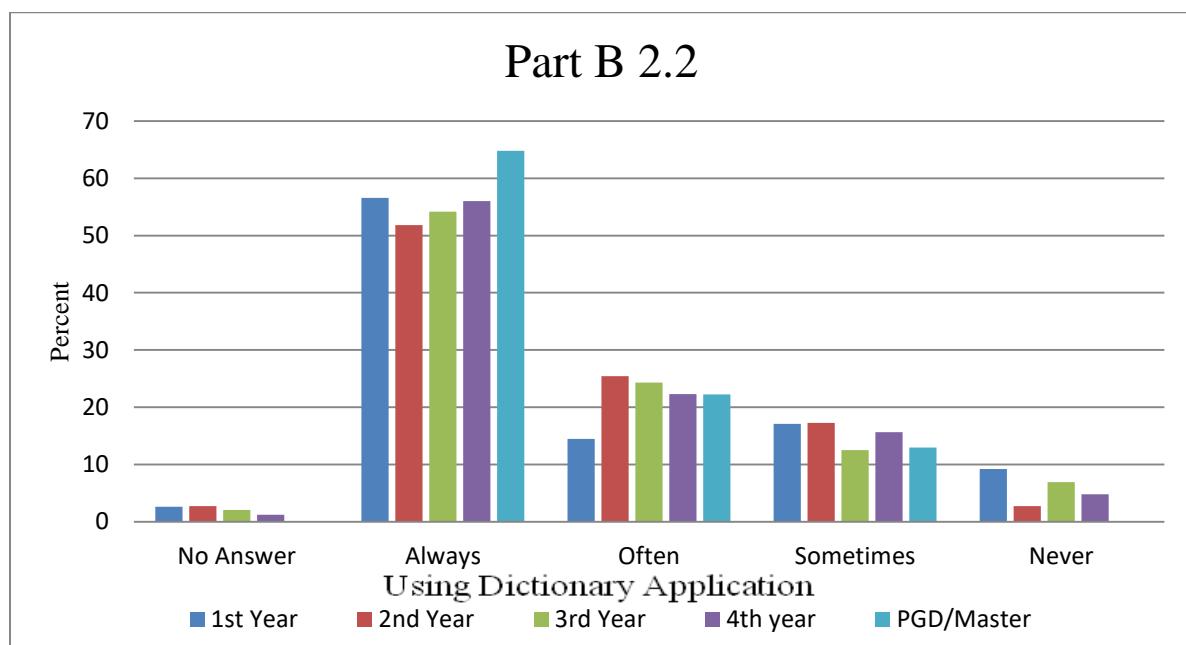
Source : Data

The data shows that the final year undergraduate students use the book most and Master and PGD students use the book least. As the use of the dictionary book supports the learners to be able to check the meaning, the question relates the question IV of Part A.

Another major question is the contrastive one of the question mentioned above, and it is about how many students use the dictionary applications to check the meaning. The question also uses the 4 –pointLikert scale, and also there are still very few ‘no answer’ participants, as well. The data is shown below.

Table 5.2.2. Using dictionary applications by students

No.	Year	No Answer		Always		Often		Sometimes		Never	
		No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1	1 st Year	2	2.63	43	56.58	11	14.47	13	17.11	7	9.21
2	2 nd Year	3	2.73	57	51.82	28	25.45	19	17.27	3	2.73
3	3 rd Year	3	2.08	78	54.17	35	24.31	18	12.50	10	6.94
4	4 th year	2	1.20	93	56.03	37	22.29	26	15.66	8	4.82
5	PGD/Master	0	0	35	64.82	12	22.22	7	12.96	0	0

Figure 5.2.2. Using dictionary applications by students

Source : Data

The table shows that Master and PGD students use the application most, but the frequency and the number of students is similar to each other in the table. And there are still some students who never use dictionary application to check the meaning.

The next question is the time taken to take the test by the students. According to the data, most of the students took less than 30 minutes to answer the test and very few students took more than 30 minutes.

The last question is whether there is a special way to learn phrasal verbs by the students. For this question, most of the students (60% -80% of students) do not have their own special way to learn phrasal verbs. There are still some ‘no answer’ participants in every academic year (the percent is up to 7%). Although some students say ‘Yes’ for this question

(up to 33%), they are actually weak and nearly unmentioned about their own way. It shows the difficulties of learning phrasal verbs.

6. FINDINGS AND DISCUSSIONS

According to the analyses, the following assumptions are found as follows:

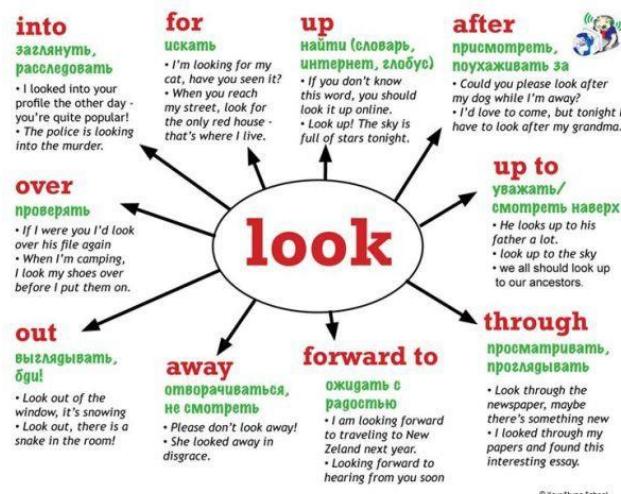
(i) Structure words exercises help the learners improving their language skills. Although the numbers of second year students are the fewest who can choose the correct preposition and get the highest total mark range, it does not mean that they are always weak in phrasal verbs. In this case, it is needed to consider the situations of the students. In our university students started to take specializations in their second year. And as the research was done during their first semester, their emphasis on their specializations may rise rather than that of learning English. So, the research points out that the second year students should be given more practice in their first semester to improve their language skills. This finding meets the hypothesis of the research to and some extent.

(ii) Developing dictionary skill is really applicable for the improvement of English. Unconsciously, first year students use the book dictionary for their language improvement. Third year students' level of English has been risen up again. Final Year students get the highest level most , and this relates to the use of dictionary book. In contrast, PGD/Matser students prefer the applications to the books to search the meaning of the word. This shows that not only the structure word exercise makes the students improve their language skill but also dictionary learning helps the learners to improve their language in their self-learning. For this reason, teaching the learners how to use dictionary skillfully and thoroughly really assists their learning to improve their language skills.

7. SUGGESTIONS OF TEACHING AND LEARNING PHRASAL VERBS

Michael McCarthy, Emeritus Professor of Applied Linguistics in the school of English, University of Nottingham, who wrote English Phrasal Verbs in Use , points out that although there are some syllabi or books prescribed for learning and teaching phrasal verbs, teachers should have their own way of engaging students to be familiar with phrasal verbs. Giving some exercises for phrasal verbs can increase the learners' level of understanding phrasal verb. Also, teachers should use phrasal expressions while giving instructions to the class e.g. “**cross out**”, “**Take out**” etc. For learning phrasal verbs, noticing while reading the English texts and noting them down can help the learners memorize the verbs. Reading the

updated newsletter will also make the learner catch the most commonly used and updated verbs. To be able to memorize well, some ways like circling the main verb in the centre and diverging the rays which point out different particles (adverb and/or preposition) mentioning their respective meaning, and collecting as many phrasal verbs concerning with one main verb as the learners can really work. Also, learning phrasal verbs can be made attractive with pictures of the same verb group or some kind of situation, eg. Phrasal verbs used in clothing, phrasal verb used for family. It can be affective for learners to be more interested in and feel free to learn it. Another way is recommended that as particles (preposition, adverb) takes a vital role in phrasal verb, listing the verbs in accordance with the same particles, eg. **take in**, **give in**, **set in**, etc, are also helpful to memorize the phrasal verbs. These are handful suggestions and there can have some other ways for each individual learner to overcome the probable problems concerning this difficulty. Some suggested pictures and diagrams are extracted from the educational websites.



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PHRASAL VERBS WITH WORK	
Work on	Shape, form or improve something E.g. John's in the studio <u>working on</u> the plans for the new house.
Work on	Exercise influence on someone E.g. Leave it to me. I'll try to <u>work on</u> the boss to give us the day off.
Work out	Calculate E.g. Can you <u>work out</u> how to get to the university by car?
Work out	Smooth E.g. This is a beta version; we're still <u>working out</u> the kinks.
Work out	Habitually exercise rigorously, especially by lifting weights, in order to increase strength or muscle mass or maintain fitness E.g. Wow, you're looking good! Do you <u>work out</u> ?
Work out	Used other than as an idiom: see work, out E.g. He <u>works out</u> of a small office shared with three others.
Work over	Improve a prototype, or first draft E.g. The estimated figures are not bad, but somebody will have to <u>work them over</u> .
Work over	Physically attack in order to cause injury E.g. He'll talk, once we <u>work him over</u> .
Work up	Raise; to excite; to stir up E.g. He <u>worked up</u> the public's passions to rage.
Work up	Develop E.g. I shall have <u>worked up</u> an appetite with all this heavy work.

Phrasal verbs - GET



Phrasal Verbs Family



Sources :Internet

8. CONCLUSION

Almost all the students have the desire to improve their English, but they encounter difficulties in their path of learning English. In a teaching process, students are found that they have difficulty to know the meaning of phrasal verbs and as a consequence, they have disturbance to translate the meaning. To check the meaning, their dictionary skills are not enough for them to know what the word means. Some students still don't know about the phrasal verbs. So, phrasal verb is a difficult part for the English learners to improve their language skill. According to Michael Mc Cathy, Phrasal verb is an informal version of more formal expression. And, as long as everyone is in touch with English language, phrasal verb is an unavoidable process. So, as a learner, it is possible to avoid using phrasal verb by himself, but in contrast, it is impossible to deal with phrasal verbs. That is why the learners should be aware of phrasal verb while learning English language. Being able to distinguish the types of verbs whether they are transitive or intransitive is also crucial in learning phrasal

verbs. For that reason, learners should be trained to be able to distinguish these types of verbs. If they are really weak in classifying these types, they can find difficulty not only in learning phrasal verbs but also in developing their language skills, especially their output skills of speaking and writing. Therefore, further research is encouraged to analyze the student's knowledge and distinguishing these types of verbs. Moreover, as this research is analysed on overall students of Co-operative University, Thanyin, further research is insisted to be done on students of individual academic year to have a more precise data and to analyse some other conditions of the students about their learning on phrasal verbs.

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